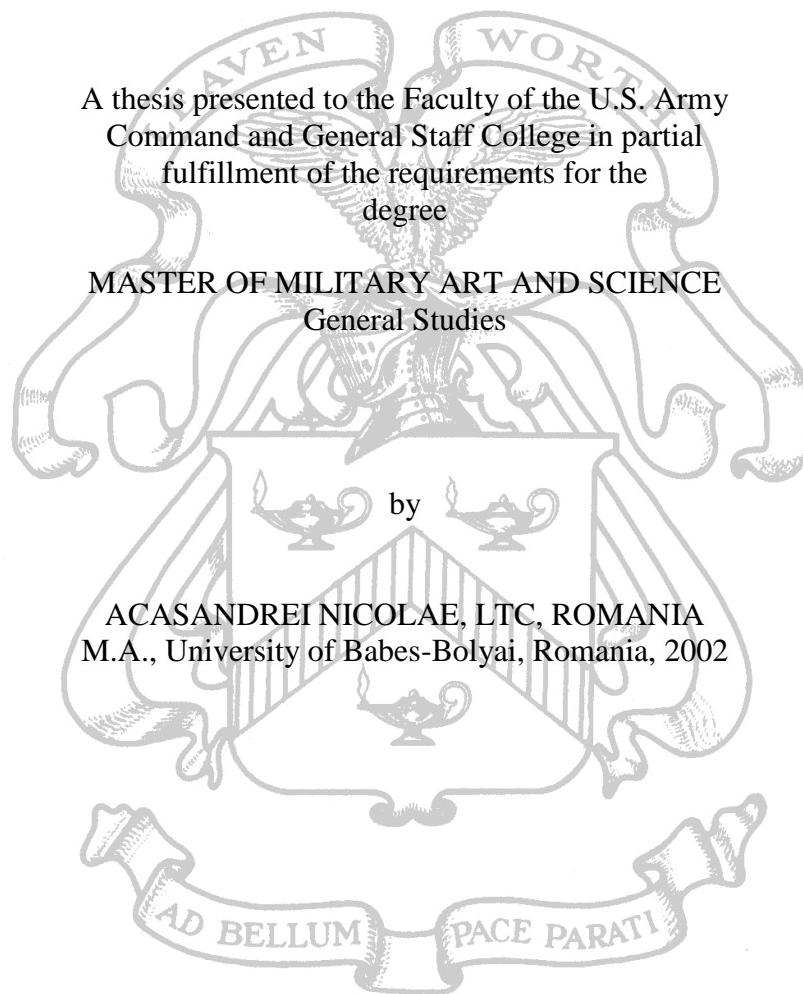


CULTURAL DIMENSIONS OF MILITARY TRAINING



Fort Leavenworth, Kansas
2014-01

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ABSTRACT

CULTURAL DIMENSIONS OF MILITARY TRAINING, by LTC Acasandrei Nicolae,
68 pages.

This research paper is an analytical study of cultural dimensions of military operations, focusing on the challenges faced by military institutions in their efforts to incorporate cultural dimensions in their doctrine and implement possible training methods and models, in order to meet the challenges of the current and future operational environments. Furthermore, the interactions and interdependencies between language proficiency, cultural expertise and cognitive-behavioral aspects—Cross Cultural Competencies model—provides a way to augment an integrated training approach with language-related and cross-cultural concepts that can support and enhance the efficiency of military training through methods, evaluation systems and metrics

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ACRONYMS

DOD Department of Defense

NATO North Atlantic Treaty Organization

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CHAPTER 1

INTRODUCTION

In the 21st century, military strength will be measured not only by the weapons our troops carry, but by the languages they speak and the cultures that they understand.

— President Barack Obama, “Address to the Veterans of Foreign Wars”

Background

Within the globalization process, due to interaction through social-media and communications systems, immigrations and the increasing importance of international or transnational organizations, culture as a system of axiological components has become one of the most influential dimensions of the international system. As a result, in recent years, efforts have been made to adapt all domains and organizations, from business to military, and to make them able to operate effectively in multicultural dimensions. This cultural impact forced the military doctrine to adapt adding new types of operations (like stability and support or post conflict and reconstruction) and developing new training models in order to meet the challenges of the current and future operational environments.

These adaptation efforts challenge military institutions to incorporate cultural dimensions in their doctrine and implement possible training methods. The first signs of the cultural knowledge gaps appear in early stage of 2003 Iraq campaign. Well prepared for combat operations, the coalition units engaged in bold actions that might have achieved short-term tactical advantages and appeared to be effective but alienated the

local population and undermined in some levels the long-term United States (U.S.) led coalition goals for building stability in the region.

The challenges resulting from a lack of understanding of Islamic religious practice and ideology, of Iraqis' customs, habits and traditions, the dynamics of tribalism and tribal rivalries, proved that understanding the adversary required more than intelligence gathered through Intelligence, Reconnaissance and Surveillance assets. It required profound understanding of their social and political structure, tradition, beliefs, customs, relationship network- in essence their culture.

Issues

The doctrinal framework at the beginning of the Iraq conflict neglected the role of culture and religion and failed to provide military leaders tools to help them understand the adversary's society, cultural dynamics and the effects of military operations on social systems. The stability, post conflict support, and reconstruction phases were perhaps the single greatest weakness of the General Purpose Forces deployed.

In 2003, the commander of the 3rd Infantry Division observed, "I had perfect situational awareness. What I lacked was cultural awareness. I knew where every tank of the enemy was dug in the outskirts of Talil. Only problem was, my soldiers had to fight fanatics charging on foot or in pickups and firing AK47s and RPGs. Great technical intelligence . . . Wrong enemy."¹

¹William, D. Wunderle, *Through the Lens of Cultural Awareness: A Primer for U.S. Armed Forces Deploying to Arab and Middle Eastern Countries* (Fort Leavenworth, KS: Combat Studies Institute Press, 2007), 2.

The conflicts in Iraq and Afghanistan showed that cultural factors have become a critical factor of mission's success, playing an important role in shaping the North Atlantic Treaty Organization (NATO)/U.S. approach to counterinsurgency operations.

The growing recognition of the need for cultural awareness in the pre-deployment training, as well as in doctrinal framework, appear evident in a letter written by Congressman Ike Skeleton, to former Secretary of Defense Donald Rumsfeld dated October 21, 2003: “[If] we had better understood the Iraqi culture and mindset, our plans would have been even better than they were, and the plan for post-war period and all of its challenges would have been far better . . . we must improve our cultural awareness . . . to inform the policy process. Our policies would benefit from this not only in Iraq, but . . . elsewhere where we will have long-term strategic relationships and potential military challenges for many years to come.”² The institutional response to these new demands of the operational environment was the memorandum stating that: “foreign language skill and regional expertise are essential enabling capabilities for DOD activities in transition to and from hostilities,” stipulating that not only will Secretaries of the Military Departments reshape the forces “to provide stabilization and reconstruction capabilities . . . capable of operating in a range of culture and languages;” but further tasks the Under Secretary of Defense for Personnel and Readiness to develop metrics to evaluate and report individual and unit capabilities and readiness in the areas of foreign language speakers and personnel with regional and cultural expertise.³

²Wunderle, 3.

³Ibid.

Problem

Political and military leaders who established cultural training as one of the top priorities experienced technical challenges in defining which parts of the cultural domain have military implications and applications. Proficiency in terms of regional or cultural competencies can be accomplished through Professional Military Education, Personal Education or through other Military Training Systems. Furthermore, for the aspects that can be trained or evaluated, the challenge is to develop the appropriate metrics for the evaluation of these competencies.

Research Questions

The primary research questions of this thesis are: How do cultural aspects influence the military training? How can the U.S. expertise and lessons learned be implemented in the Romanian Army in order to increase the interoperability?

This thesis also seeks to answer the following secondary research questions: Does the current training concept bring the expertise needed in order to operate in future operational environment? What are the possible solutions to increase the efficiency of training? How should pre-deployment training be designed?

Assumptions

This thesis begins with the assumption that the future operational environment will continue to present regional sources of conflict, fueled by non-state, transnational actors that will try to destabilize and delegitimize democratic governments, using terrorism and guerilla warfare in order to achieve ideological or political goals. Also, this thesis assumes that the recent doctrinal developments regarding cultural dimensions will

continue to be refined as the cultural domain plays an important role in shaping the future training environment for the General Purpose Forces. Another assumption is that NATO partners, specifically Romania, will increase their efforts in implementing the lessons learned from U.S. Army experience in order to maintain the interoperability standards and to have a minimum proficiency in operating in a culturally challenging operational environment.

Definitions

This thesis utilizes both non-military definitions and military terminology. Unless otherwise stated, all military definitions are from U.S. Army and Romanian Army doctrine and field manuals. Definitions of these key terms follow.

Action Plans: foster effective execution amongst stakeholders as tasks are defined, outputs are determined, ownership is identified, and period of performance is captured.⁴

Culture: is defined herein as the particular norms and beliefs held by every human, that impacts how individuals, groups and societies perceive, behave and interact.

Cultural Awareness: understanding of the differences between themselves and people from other countries or other backgrounds, especially differences in attitudes and values.⁵

⁴Department of Defense, *Strategic Plan for Language Skills, Regional Expertise, and Cultural Capabilities* (Washington, DC: U.S. Government Printing Office, 2011), 23.

⁵Office of the Under Secretary of Defense for Acquisition, Technology, and Logistics, *Report of the Defense Science Board Task Force on Understanding Human Dynamics* (Washington, DC: Department of Defense, March 2009), vii.

Competency: a competency is an (observable) measurable pattern of knowledge, abilities, skills, and other characteristics that individuals need in order to successfully perform their work.⁶

Cultural Competencies: refer to an ability to interact effectively with people of different cultures and socio-economic backgrounds; particularly in the working with persons from different cultural/ethnic backgrounds. Cultural competence comprises four components: (a) Awareness of one's own cultural worldview, (b) Attitude towards cultural differences, (c) Knowledge of different cultural practices and worldviews, and (d) Cross-cultural skills. Developing cultural competence results in an ability to understand, communicate with, and effectively interact with people across cultures.⁷

Education: the knowledge and development resulting from an educational process.⁸

Goals: broad statements of intent and strategic change that, when taken collectively, represent how the vision will be realized.⁹

Human Dynamics: comprises the actions and interactions of personal, interpersonal, and social/contextual factors and their effects on behavioral outcomes.

⁶Wikipedia, “Cultural Competence,” http://readtiger.com/wkp/en/Cultural_competence (accessed May 14, 2014).

⁷Department of Defense, *Strategic Plan for Language Skills, Regional Expertise, and Cultural Capabilities*, 23.

⁸Ibid.

⁹Ibid.

Human dynamics are influenced by factors such as economics, religion, politics, and culture.¹⁰

Implementation Plan: provides the detailed, actionable framework for implementing language skills, regional expertise, and cultural capabilities strategic goals and objectives.¹¹

Interoperability: (1) The ability to operate in synergy in the execution of assigned tasks;¹² (2) The ability of U.S. and coalition partner systems, units, or forces to provide data, information, materiel, and services to and accept the same from other systems, units, or forces, and to use the data, information, materiel, and services so exchanged to enable them to operate effectively together.¹³

Language Readiness Index: a strategic, near real-time web-based tool that compares language capability inventory against requirements for Component missions and roles to identify the gaps in the Total Force. The tool is for use by senior leaders to make informed decisions, develop risk assessments, examine risk mitigation measures, and shape the future force.¹⁴

¹⁰Office of the Under Secretary of Defense for Acquisition, Technology, and Logistics, *Report of the Defense Science Board Task Force on Understanding Human Dynamics*, vii.

¹¹Department of Defense, *Strategic Plan for Language Skills, Regional Expertise, and Cultural Capabilities*, 23.

¹²Ibid.

¹³Ibid.

¹⁴Ibid.

Language-skilled: a person who possesses a foreign language capability in one or more foreign languages.¹⁵

Objectives: provide detail regarding how the goals will be accomplished and clearly describe an intended outcome.¹⁶

Performance Measure: qualitative or quantitative information and aligned to key elements of the strategy to determine progress and evaluate success. Measures offer a common language linking plans and performance and track the results stakeholders seek to achieve.¹⁷

Professional Military Education: involves the professional preparation of officers to lead armed forces effectively in peace and war. It can be distinguished from indoctrination (the transmission of group values, traditions, and attitudes) and training (the development of concrete manual and mental skills) in that it seeks to instill an understanding of abstract principles and theory and to develop effective patterns of thought and communication.¹⁸

Regional Expertise: graduate-level education or 40 semester hours of study focusing on but not limited to the political, cultural, sociological, economic, and geographic factors of a foreign country or specific global region through an accredited educational institution or equivalent regional expertise gained through documented

¹⁵Department of Defense, *Strategic Plan for Language Skills, Regional Expertise, and Cultural Capabilities*, 23.

¹⁶Ibid., 24.

¹⁷Ibid.

¹⁸Oxford Companion to US Military History, “military-education,” Answers.com, <http://www.answers.com/topic/military-education> (accessed May 14, 2014).

previous experience as determined by the Secretary of the Military Department concerned.¹⁹

Strategic Planning: An iterative process where a desired end state is defined and the appropriate means to achieve the desired end state are developed.²⁰

Strategy Implementation: process of operationalizing and institutionalizing strategic goals and objectives with day-to-day operations to achieve the desired vision.²¹

Tasks: tactical-level steps required to achieve the stated objectives.²²

Training: a process by which someone is taught the skills that are needed for an art or profession.²³

Vision: communicates the desired end-state to key stakeholders, providing direction and linking operational and tactical activities in support of the organization or initiative's future aspirations and is usually reaching forward 5 to 7 years.²⁴

Limitations

The author has a relevant academic background: a Graduate degree in History and Philosophy from the University of *Dunarea de Jos* and a Master of Arts in International

¹⁹Department of Defense, *Strategic Plan for Language Skills, Regional Expertise, and Cultural Capabilities*, 23.

²⁰Ibid., 24.

²¹Ibid.

²²Ibid., 23.

²³Merriam-Webster, “Training,” <http://www.merriam-webster.com/dictionary/training> (accessed May 14, 2014).

²⁴Department of Defense, *Strategic Plan for Language Skills, Regional Expertise, and Cultural Capabilities*, 23.

Relations and Foreign Affairs, from the University of *Babes-Bolyai*, Romania. The author's current position as senior observer/controller/trainer in the Romanian Army Combat Training Center provides a professional insight into these topics, particularly regarding the need for an institutional approach to increase the interoperability with allies. In addition, deployments as a United Nations Military Observer in Sudan and the Democratic Republic of Congo made the author realize the wide implications of cultural competencies in preparation, and conduct of the future military operations in contemporary operational environment.

The research time for this thesis was limited to a six month-period. The author's limited experience in the research field, and limited time to conduct the research could affect in some degree the research findings and conclusions. The bibliography reviewed for this thesis is available at the Combined Arms Research Library. Unfortunately, there are few studies conducted by Romanian researchers on these topics. Therefore, the foundation of this work is based mainly on U.S. literature.

Scope

This thesis will assess the wider implications of embedding cultural aspects in military training. Answering the proposed research questions should assist in defining what the military institutions can do to create an institutional training and educational system for their General Purpose Forces that will enable them to operate across the decisive operational environment.

Subsequently, the answer to these questions will help determine the role of professional and personal education, and training in the preparation of General Purpose Forces and their leaders for future operations. Finally, despite the attempts of the

Romanian Army to overcome the cultural challenges military forces faced in the contemporary operational environment, the optimal model for cultural awareness training is yet to be achieved. The new doctrinal framework makes this thesis both timely and relevant.

Delimitations

The cultural impact on military operations has multiple facets. It affects the capabilities depending on the relationships established amongst allies and coalition partners operating in the common battle space, the multinational headquarters decision making process, the efficiency and the efficacy of the operations in conjunction with tactics and strategies employed, the type of forces and weapon systems used, and other considerations.

The scope of this thesis is limited to examination of the cultural dimension of military training for General Purpose Forces. The thesis will explore the possible transfer of knowledge and expertise from Special Forces but only if applicable for General Purpose Forces type of missions. While the study acknowledges that cultural dimensions have an important impact on multinational or coalition headquarters operation it will not address this part of military training.

Significance of Study

This research is significant because of the recent Romanian Army attempts to develop an optimal model to include the cultural dimension in training in order to overcome the challenges faced in the contemporary operational environment. The new evolution in doctrinal framework makes this thesis both timely and relevant.

This study will try to facilitate the transfer of the U.S. Army knowledge and expertise regarding the cultural dimensions of military operations to the Romanian Army training system aiming to elaborate an optimal pre-deployment training package.

Summary and Conclusions

The struggle to properly define the fight faced in Iraq and Afghanistan determined the apparition of a prolific literature regarding counterinsurgency operations, with focus on cultural dimensions of military conflict, and constitutes the beginning of doctrinal development that addresses these issues. Military leaders began to realize the impact of the human element in military operations and the risks implied for the missions success if ignored. Recapitulating the “lessons learned and since forgotten” from the Second World War and the reconstruction that followed, as well as during the Cold War, the new doctrinal framework, starting with the U.S. counterinsurgency manual (Field Manual 3-24) published in late 2006, stated that understanding human dynamics is now considered essential.²⁵

The Romanian Army, being part of the Iraq Multinational Coalition, and later part of the NATO mission International Security Assistance Force, has made substantial improvements in understanding the cultural impact on military operations. They took several institutional steps needed in adapting the training system to the new requirements of the operational environment. Despite the recent progress in training and sensitizing deployed forces to the importance of understanding culture and human dynamics in

²⁵Department of Defense, Defense Science Board, 2004 Summer Study, *Transition to and from Hostilities* (Washington, DC: Office of the Under Secretary of Defense for Acquisition, Technology, and Logistics, 2004).

dealing with individuals, groups, and societies in a conflict zone, part of the lessons learned remain lessons to be learned.

To identify the road ahead in order to increase the interoperability of Romanian forces and answer the thesis research questions, this study is organized into five chapters. After a short introduction, which constitutes chapter 1, the second chapter focuses on the review of available literature, seeking to define the depth and width of cultural impact on military operations in order to provide a common understanding of the key elements and to identify ways to transfer the vast U.S. Army experience and expertise to the partner nations. It will also provide a common understanding of the differences between Professional Military Education, Personal Education and Training in order to better identify which areas can be part of the training process and which metrics can be used to evaluate the cultural competencies.

The third chapter will address the research methodology used, while the fourth chapter will consist of the analysis of the study's findings. Finally, the fifth chapter will contain the conclusions and recommendations, which will facilitate the transfer of knowledge and expertise between the two armies, as well as a few methods of implementation.

CHAPTER 2

INTRODUCTION

Global competence, which consists of foreign language skills and cross-cultural communication, has now become a national critical competency...Just about every military member of our Armed Forces will serve in a foreign country at some point in their military careers and there are increasing numbers of civilians and contractors who are now serving in a foreign country.

— Secretary of Defense Robert Gates,
“Speech for 50th Anniversary of Title VI”

Background

In the 21st century, the content and form of global economic integration and international power relationship are emerging in an ever-shifting political-economic complex, drastically changing the art of warfare. The continual effects of globalization have resulted in military forces engaging with a myriad of nations, ethnic and religious groups, and cultures. Vital to the success of current and emerging conflicts is the Army's ability to build on current language skills, regional expertise, and cultural capabilities.

As the global engagement concept gains momentum, the lessons from recent conflicts, Operation Iraqi Freedom and Operation Enduring Freedom, prove as critical as the need to achieve greater language skills, regional expertise, and cultural capabilities across the General Purpose Forces as military personnel interact closer and closer with local populations and government officials to accomplish the mission. To meet the requirements generated by an expanding global role, incumbent upon every Amy is the investment in basic and continuing language, regional, and cultural training and education in order to form and maintain personnel with higher language, regional, and

cultural proficiencies.²⁶ As a result, in recent years, military doctrine adapted by adding new types of operations (like stability and support or post conflict and reconstruction) and developing new training models in order to meet the challenges of the current and future operational environments.

Purpose of Research

In the context of growing recognition of the need to include cultural dimensions in doctrinal framework as well as in the pre-deployment training, this thesis will focus on the wider implications of embedding the cultural aspects in military training and the institutional response needed to meet these new demands of the operational environment. Answering the proposed research questions should assist in defining what the military institution can do to set up an institutional training and educational system for their General Purpose Forces that will enable them to operate across the decisive operational environment.

This research is significant because the Romanian Army is attempting to develop an optimal training model including the cultural dimensions in order to overcome the challenges posed by the contemporary operational environment and increase its interoperability with NATO forces. This study will facilitate the transfer of the U.S. Army knowledge and expertise in the cultural dimensions of military operations to the Romanian Army training system in order to enable their efforts in implementing the lessons learned, maintain the interoperability standards and to have a minimum proficiency in operating in a culturally challenging operational environment.

²⁶Wunderle, 2-4.

Chapter Organization

The second chapter will focus primarily on the review of available literature, seeking to define the depth and width of cultural impact on military operations in order to provide a common understanding of the key elements and to identify ways to transfer the vast U.S. Army experience and expertise to the partner nations. The literature review will also seek to provide an understanding of how the U.S. Army balanced Professional Military Education and Training in order to better identify which areas can be part of training process and which metrics can be used to evaluate the cultural competencies.

Evolution of Concept from “Cross-culturalism” to Army Human Dimension Construct

The struggle to properly define the fight of coalition forces in Iraq and Afghanistan caused the development of prolific literature regarding counterinsurgency operations, with focus on cultural dimensions of military conflict, and constitute the beginning of doctrinal development that addresses these issues. Military leaders began to realize the impact of the human element in military operations and the risks implied for the mission’s success if the human element is ignored.

The term cross-cultural emerged in the 1930s in the social sciences, largely because of the Cross-cultural Survey undertaken by George Peter Murdock, an anthropologist at Yale University.²⁷ Despite the fact that the term initially referred to comparative studies based on statistical compilations of cultural data, the concept gradually developed a secondary sense of cultural interactivity. The comparative sense

²⁷H. James Birx, *21st Century Anthropology: A Reference Handbook* (Thousand Oaks, CA: SAGE Publications, June 10, 2010), 522.

was implied in the usage of phrases such as a cross-cultural perspective, cross-cultural differences, a cross-cultural study of . . . and so forth, while works like “Attitudes and Adjustment in Cross-cultural Contact: Recent Studies of Foreign Students,” published in 1956 as part of *The Journal of Social Issues* contributed to the development of the interactive signification. The concept of cross-cultural competencies was for many decades used mainly in the social sciences realm, but with the development of multinational and transnational corporations triggered the interest of the business world which supported the research in this particular field. Among the more prominent examples is the International Association for Cross-cultural Psychology established in 1972 “to further the study of the role of cultural factors in shaping human behavior,” and the *Journal of Cross-cultural Psychology*, which aims to provide an interdisciplinary discussion of the effects of cultural differences.²⁸ In the 1970s, as a response to the pressures of globalization, which produced a demand for cross-cultural awareness training in various commercial sectors, the field of cross-cultural communication (also known as intercultural communication) was developed as an important application of the cross-cultural paradigm. The Guyanese writer, Wilson Harris, author of *The Womb of Space* (1983), was the proponent of the term cross-culturalism which became prevalent in cultural studies in the late 1980s and 1990s to describe cultural heterogeneity or cross-cultural capacity. Works such as *Writing Culture: the Poetics and Politics of Ethnography* (1986) by James Clifford and George Marcus, or *Anthropology* (1985), by Harvard anthropologist Clifford Geertz, present the earlier signs of cross-influences

²⁸Center for Cross-Cultural Research, *Reprint from Journal of Cross-Cultural Psychology* 3, no. 1 (March 1972): 23-40.

between anthropology and literary/cultural studies in the 1980s and exert a strong influence on the development of cross-culturalism in literary and cultural studies. During the evolution of the concept, cross-culturalism was replaced by cultural awareness, a concept that under the influence of cultural psychology, included the interdependent relationship between people and their culture and how psychological and behavioral tendencies are rooted in and embodied in culture as: “the way cultural traditions and social practices regulate, express, and transform the human psyche, resulting less in psychic unity for humankind than in ethnic divergences in mind, self, and emotion.”²⁹

The concept of cultural awareness and the benefits of applying it, in terms of increased ability of understanding and operating in a different cultural or multicultural setting, led the military decision makers to import the concept from anthropological and social sciences. This was in order to adapt to an operational environment which presents a different sense of cultural logic and better cope with the associated unpredictability.

Cultural awareness is defined as the ability to recognize and understand the effects of culture on people’s values and behavior. In 2004, the military began to use this in military terminology as an important operational planning factor which can eliminate errors in perceiving the battle space that may lead to unforeseen consequences and mission failure.³⁰ The levels of understanding of a different culture were differentiated in accordance with the position held by each soldier in the command system and his role in

²⁹Richard A. Shweder and Robert A. Levine, eds., *Culture Theory: Essays on Mind, Self and Emotion* (New York: Cambridge University Press, 1984), 53-57.

³⁰Wunderle, 4-6.

the military decision making process being conceptualized as a kind of cognitive hierarchy in a pyramidal model.

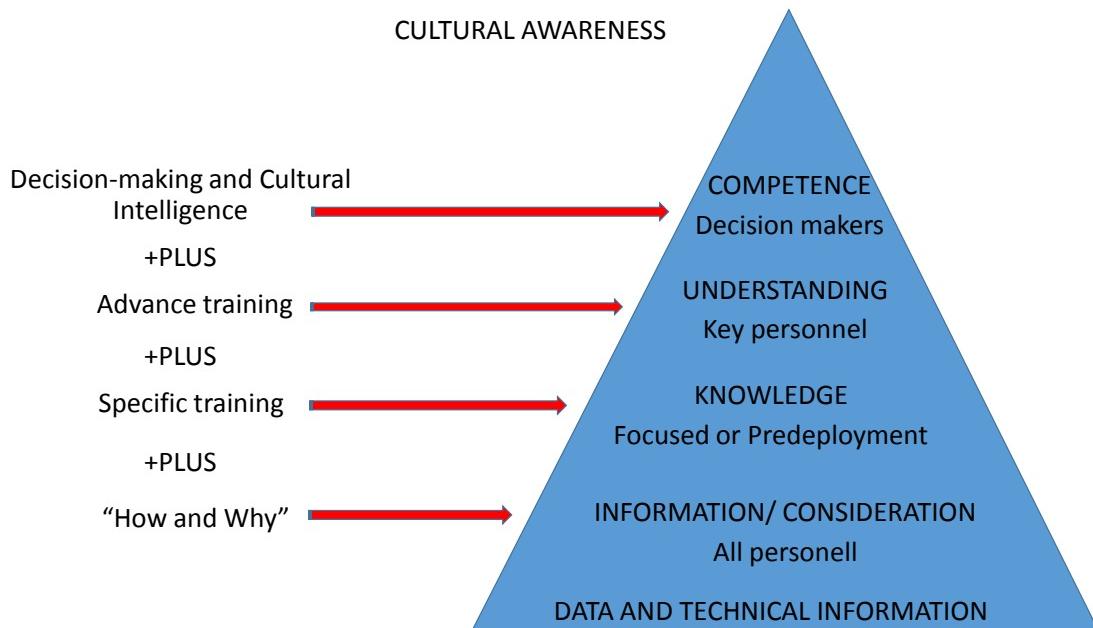


Figure 1. Cultural Awareness

Source: Created by author using information from William D. Wunderle, *Through the Lens of Cultural Awareness* (Fort Leavenworth, KS: Combat Studies Institute Press, 2006), 4-6.

The different levels of capabilities for understanding and applying cultural awareness to the military operations were separately defined in more detail. In the military realm, Cultural consideration (How and Why level) was seen as the incorporation of generic cultural concepts in basic military training in order to know how and why to study culture. The second level Cultural Knowledge (Specific Training), included basic cultural awareness in terms of significant groups, leaders and dynamics as

well as survival language skills. The third level, Cultural Understanding (Advanced Training), implied a deeper exposure of a target culture in terms of: motivations, behaviors, and interconnections that support the military decision making process. The last level, Cultural Competence (Decision Making and Cultural Intelligence) was defined as the highest level of cultural awareness where the Cultural Understanding fuses with Cultural Intelligence allowing a focused application into the planning and decision making process for current and future military operation. In this definition, the Cultural Intelligence stands for the process of gathering information that includes cultural factors in the intelligence cycle that provide an effective basis for planning and support for execution of military operations.³¹

The potential impact of cultural awareness training was perceived as a successful solution for the challenges posed by the three block war. The three block war, defined as an environment where military forces are engaged in a vast array of operations from humanitarian assistance to full combat within the space of three city blocks, could be waged successfully if the soldiers were able to use cultural awareness as a new combat multiplier. This will enable them to bridge the cultural gaps in the warfighting and intelligence cycle, and achieve mission success.

The challenges of this new type of battle space and the new type of adversaries that were more adaptive and varied in terms of motivations, decision cycles, and tactics shift the focus on Cultural Intelligence. Consequently, in May 2004, Field Manual 2-0, *Intelligence Preparation of the Battlefield*, included Cultural Intelligence categories as a

³¹Tamara Duffey, “Cultural Issues in Contemporary Peacekeeping,” *International Peacekeeping* 7 (2000): 158-160.

part of Step 2-Describe the Battlefield Effects/Cultural Intelligence analysis and Step 4-Identify enemy's decision points and triggers for those decisions. Field Manual 2-0 defines Cultural Intelligence as intelligence derived from all sources regarding the social, political, and economical aspects of governments and civil populations, and provides an initial form of Political, Military, Economic, Social Information, Infrastructure-Physical Environment, Terrain as a tool for planners and decision makers to analyze the cultural implications in military operations using the Physical Settings, Political, Socio-Cultural, Economic, Media and External framework. In addition, the article, "Military Cultural Awareness: From Anthropology to Application," by Dr. John W. Jandora, published in the November 2006 *Landpower Essay* No. 06-3 proposed a simplistic transplant of knowledge from anthropology to the military domain shaped in the form of a Handbook (Handbook for Soldiers, Handbook for commanders, Handbook for staff planners/campaign planners, and others). The increased interest in using the cultural dimensions in military conflicts determines the expansion of cultural awareness concept, the scholars trying to distinguish between different aspects of culture and their implications for future military operations.

The new doctrinal framework, starting with U.S. counterinsurgency manual (Field Manual 3-24) published in December 2006, recapitulating the lessons learned and since forgotten from the Second World War, the Marshall Reconstruction Plan, as well as during the Cold War identified that understanding human dynamics is now considered

essential for achieving success in future conflicts.³² The counterinsurgency manual (Field Manual 3-24), recognized the change in the contemporary operational environment from the conventional Cold War nature to one of asymmetrical threats and actions, insurgencies/counterinsurgencies. The manual emphasized the need for a new manner of thinking that includes cultural and power structures transcending the battlefield, advanced language skills, and culture and regional expertise with the goals to promote a rethinking of culture and intercultural competence, and how these concepts can contribute to the education, training and ultimately to the mission success of the armed forces.³³ Designed to fill a doctrinal gap, the manual, devoted exclusively to counterinsurgency operations, provides a general approach to counterinsurgency operations based on principles and guidelines grounded in historical studies as well as in contemporary experiences, aiming to build a solid foundation for understanding and addressing specific insurgencies.

According to the manual's authors, a successful counterinsurgency campaign in the contemporary operational environment shaped continuously by technological advances, globalization and the spread of extremist ideologies, requires a flexible, adaptive force led by agile, well-informed, culturally astute leaders.³⁴ The task lists become longer, in addition to the basic tasks, including extensive coordination and

³²Office of the Under Secretary of Defense for Acquisition, Technology, and Logistics, *Report of the Defense Science Board Task Force on Understanding Human Dynamics*, vii.

³³Richard L. Wolfel, Ph.D., “Culture Cubed: Towards Three Part Definition of Intercultural Competence” (Center for Languages, Cultures, and Regional Studies, United States Military Academy, West Point, NY), 4.

³⁴Headquarters, Department of the Army, Field Manual 3-24, *Counterinsurgency* (Washington, DC: U.S. Government Printing Office, December 2006), preface and introduction.

cooperation with many intergovernmental, host-nation, and international agencies, to be prepared to help reestablish institutions, local security forces, assists in rebuilding infrastructure and basic services, and to facilitate establishing local governance and the rule of law. The manual also proposed a refined form of Political, Military, Economic, Social Information, Infrastructure-Physical Environment, Terrain/Mission, Enemy, Terrain, Civil Consideration tools and emphasized the role of interagency cooperation during all phases of counterinsurgency operations. One of the most important conclusions of Field Manual 3-24 is the definition of victory in a counterinsurgency operation that was extended beyond a traditional military definition including legitimacy and requiring from military leadership a full engagement in issues regarding economic development, political development, and culture.

In these new kinds of counterinsurgency operations, defined as a thinking man's warfare, or the graduate level of warfare, tactical success can contribute to security, but does not guarantee operational and strategic success anymore.

The focus on the use of Cultural Intelligence or the simplistic Handbook approach attracted a vigorous protest from American and British Anthropological Associations based on ethical grounds and focusing on the use of cultural dimensions as a weapon or combat multiplier. One of the first important reactions was the article, "A True Culture War," by Richard A. Shweder, published in *The New York Times* on October 27, 2007. The author, a famous anthropologist from Harvard, critiqued the experimental Pentagon human terrain program, which embedded anthropologists in combat units requiring them to wear military uniforms and carry guns during their cultural sensitivity missions, and

commented upon military use of anthropology for counterinsurgency operations.³⁵

Another important critique came in 2010 from John D. Kelly, Beatrice Jaurequi, Sean T. Mitchell, and Jeremy Walton. Their work *Anthropology and Global Counterinsurgency* has entire chapters dedicated to the critique of military programs built to leverage military use of cultural knowledge “confronted with an unanticipated insurgency, the military is beginning to think of cultural knowledge, described by Gen Petraeus as force multiplier, as a sinew of war much like airlift capability or ammunition stockpiles. The military cultural turn . . . offers the Foucauldian tools of violence and coercion, in its use of cultural knowledge against the others.” The term Wallet size culture ridiculed the Handbook/Smartcard approach pointing out in their content and structure numerous mistakes and ambiguities which made the soldiers “half-blind in their actions.”³⁶

The cultural awareness conceptual evolution acquired a new level in January 2008 when the Report of the Defense Science Board Task Force on Strategic Communications conceptualized the term human dynamics as the actions and interactions of personal, interpersonal, and cultural/social/contextual factors and their effects on behavioral outcomes. The report presented that the U.S. military increased its human dynamics awareness within the current theaters of operations, recent progress being achieved because of training and sensitizing programs for deployed forces and the efforts within Department of Defense (DoD) to manage relevant databases, to provide associated tools and cultural advisors, and restore capabilities that were permitted to lapse and were no longer organic to DoD.

³⁵Richard A. Shweder, “A True Culture War,” *New York Times*, October 2007.

³⁶Kelly et al., 279-354.

The latest step in the cultural domain conceptual evolution took place in 2008, after the most formal research and conceptual thinking about the human dimension in several years. The Army published a formal concept paper and defined the Human Dimension. The U.S. Army Human Dimension Construct was defined as “that which encompasses the moral, intellectual, and physical components of soldier, leader, and organizational development and performance essential to raise, prepare, and employ the Army in full spectrum operations.”³⁷

Furthermore, the white paper, “Strategic Landpower: Winning the Clash of Wills,” was published in May 2013 as the first major policy by the Army Chief of Staff General Raymond Odierno, Marine Corps Commandant General James Amos, and Admiral William McRaven, Head of U.S. Special Operations forces. It emphasized the human domain as the key determining factor in future conflicts: “in a word, the success of future strategic initiatives and the ability of the U.S. to shape a peaceful and prosperous global environment will rest more and more on our ability to understand, influence, or exercise control within the ‘human domain.’”³⁸ In this white paper, the human domain concept is defined as the physical, cultural, and social environments that exist within a conflict. The military leaders considered human domain’s influence so important that they recommended the Pentagon adopt it as a “doctrinal term with

³⁷Frank Hoffman and Michael C. Davies, “Joint Force 2020 and the Human Domain: Time for a New Conceptual Framework?” *Small War Journal* (June 10, 2013), <http://smallwarsjournal.com/jrnl/art/joint-force-2020-and-the-human-domain-time-for-a-new-conceptual-framework> (accessed May 13, 2014).

³⁸Michael Hoffman, *Generals: ‘Human Domain’ Will Dictate Future Wars*, Military.com Daily News, May 14, 2013, <http://www.dodbuzz.com/2013/05/14/generals-human-domain-will-dictate-future-wars/> (accessed May 13, 2014).

implications in the Doctrine, Organization, Training, Materiel, Leadership and Education, Personnel, and Facilities (DOTMILPF).”

Institutional Response

To understand the characteristics, dynamics and meanings of a culture, the personal experience is paramount. The Immersion in the target culture is an indispensable part of the education (or training) process. Where the training occurs, Who gets training and How Much training is received, presented considerable challenges to the military decision makers.

In addressing these challenges and to respond to the new operational demands, through a series of Department of Defense (DoD) and Congressional acts, the U.S. military developed an educational and training system, based on the infrastructure provided by the following principal institutions:

Cultural and Language Center: formed in 2006, the Center supports the Expeditionary Air Force by providing airmen at all ranks with the best available understanding of foreign cultures and the competencies to communicate and collaborate effectively with members of foreign societies. The center conducts and sponsors research into the development of cross-cultural competencies, as well as research addressing the requirement for specific skills needed by individuals in particular assignments and roles. The center is a premier DoD institution for defining cross-cultural competencies, developing conceptual tools to facilitate analysis of culturally distinct behavior, and sponsoring cutting-edge research into cross-cultural communications.

Behavioral Influences Analysis Center: established in 2006, the center provides responsive, authoritative, reliable support to professional military education, operational

level war fighters and policy makers to enable understanding, holistic planning and exploitation of the perceptual and behavioral dimensions of the human terrain of any military or military-supported mission. Its principal missions are curriculum design, adversary/other behavioral modeling; reach back analysis support, and red team and alternative/competitive analysis on motivations, intentions and likely behaviors. The center is professionally and procedurally advised and evaluated by a network of subject matter experts and practitioners in social, behavioral, cognitive, decision, and computational sciences. Specialists from the liberal arts, humanities, linguistics, and analysis disciplines are part of the center's national advisory network. These experts and practitioners work and contribute within the national security, academic, intelligence, research, and science and technology domains. This network of experts participates in a wide range of center activities—reviewing analyses and assessments; participating on red team development, training, and execution; and providing constructive inputs to the center's direction and activities. The Behavioral Influences Analysis Center vision is to evolve into the center of excellence and advisory activity of choice, for operational level war fighters in their student and practitioner roles.

Negotiation Center of Excellence: This center is the DoD institution to prepare participants for negotiations in a wide range of circumstances: international, crisis, hostage, labor-and job-related, acquisition and contracts, environmental, alternative dispute resolution, consensus building, mediation, and facilitation.

These important documents also provide a clear distinction between Education defined as knowledge and development resulting from an educational process, and Training defined as the process by which someone is taught the skills that are needed for

an art, profession, or job. Professional Military Education is the process conducted within the educational system institutions and involving the professional preparation of military personnel to lead armed forces effectively in peace and war, Professional Military Education. This is clearly distinguishable from Military Training, which is the development of concrete manual and mental skills that seeks to instill an understanding of abstract principles and theory and to develop effective patterns of thought and communication.

One of the most important documents, which provides a focused and systematic strategy in the implementation of cultural dimensions in military education and training is *The Strategic Plan for Language Skills, Regional Expertise, and Cultural Capabilities, 2011-2016*. The Strategic Plan represents an important cornerstone in building a comprehensive, integrated approach towards increasing and sustaining skills required as vital enablers for successful and timely engagements by the Total Force concept, which are: language skills, regional expertise, and cultural capabilities.

The Defense Language Transformation Roadmap, published in February 2005, and *Guidance for the Development of the Force 2010–2025 (2008 GDF)*, are the groundwork and building upon which the foundation was established for investing in language skills, regional expertise, and cultural capabilities. The Strategic Plan identified three goals that will systematically build and strengthen the cultural capabilities required by the challenges inherent to 21st century warfare:

1. Identify, validate, and prioritize requirements for language skills, regional expertise, and cultural capabilities, and generate accurate demand signals in support of DoD missions.

2. Build, enhance and sustain a Total Force with a mix of language skills, regional expertise and cultural capabilities to meet existing and emerging needs in support of national security objectives.
3. Strengthen language skills, regional expertise and cultural capabilities to increase interoperability and to build partner capacity.

The Action Plan associated with the strategy also defines the supported objectives and tasks (see Appendix 1) necessary for all the DoD components in order to expand language skills, regional expertise, and cultural capabilities. Its completion must be achieved through an efficient, effective, and cost-cutting way to optimize resources, build, and enhance the required capabilities and capacities needed across the Department to meet current and future needs of the operational environments.

Assessment and Metrics

The literature regarding cultural domain is in general vast, but the published works and researches regarding the methods, procedures, tools and metrics in order to assess the competency level in cultural domain is very scarce. Due to the demands for cross-cultural awareness training in various commercial sectors pressured by the globalization process, the existent literature and research focuses mainly in assessing the efficiency in a multi-ethnic, multicultural environment within the same organizations, communities, and societies or in terms of skills related to commercial strategy and communications. The most popular model, the Cross-cultural Competence model, was adopted in one way or another by different institutions and organizations from academia, business, health care, government security, and developmental aid agencies despite the

fact that it has generated confusing and contradictory definitions even though it is being studied by a wide variety of academic approaches and professional fields.

The U.S. Army Research Institute, currently engaged in a study of Cross-cultural Competence model defined it as “A set of cognitive, behavioral, and affective/motivational components that enable individuals to adapt effectively in intercultural environments.”³⁹ The Cross-cultural Competence model theoretical construct posits that cross-cultural competences, language proficiency, and regional knowledge are distinct skills that are inextricably linked, but to varying degrees depending on the context in which they are employed being able to operate with near-independence.

The development of intercultural competence is mostly based on the individual’s experiences that may motivate the individual to acquire skills that can help to communicate the point of view to an audience belonging to a different cultural ethnicity and background. The methods and tools for the assessment of cross-cultural competence is another field that is rife with controversy. If other organizations used 86 assessment instruments for Cross-cultural Competence model, the U.S. Army Research Institute study succeeded, using the criteria of reliability and validity, to narrow the list down to 10 quantitative instruments that were suitable for military domain: ambiguity tolerance, openness to contacts, flexibility in behavior, emotional stability, motivation to perform, empathy, met communicative competence, and polycentrism.

The evaluation of student progress can be conducted using quantitative assessment instruments such as: Inter-cultural Development Inventory, Cultural

³⁹Wolfel, 11.

Intelligence Scale, and the Multi-cultural Personality Questionnaire. Qualitative assessment instruments such as scenario-based assessments or Intercultural coaching frameworks such as the Intercultural Communication and Collaboration Appraisal, which provide guidance for personal improvement based upon the identification of personal traits, strengths, and weaknesses can also be used.

Many scholars, the most representative being Madison L. Gates, Ph.D. Assistant Professor at University of Kentucky, had criticized the tendency of the Cross-cultural Competence training model for its tendency to simplify migration and cross-cultural processes into stages and phases.⁴⁰

In the attempt to develop an optimal model for Cross-cultural Competence, applied to the military domain and able to provide better methods and metrics for assessment, the U.S. Army Research Institute for the Behavioral and Social Studies conducted a specific study under the Army Project No. 622785A790. Published in November 2010, in the form of Technical Report 1277 by a group of researchers involving the Chief of Fort Leavenworth Research Unit, Mr. James W. Lussier, the study presented a new model based on Knowledge/Skill/Attitude/Ability framework that identified 28 competencies that impact Army mission success. The preliminary form of the assessment system is structured around four different levels of cultural competence: pre-competent, foundation (novice), task oriented, and mission centric for each of them being developed descriptors of soldier characteristic and performance.

⁴⁰Madison Gates and Kelly D. Bradley, “Measuring cross-cultural competence in medical education: A review of curricular effectiveness and attitudinal studies” (Paper presented April 12-18, 2009 in San Diego, CA, at the annual meeting of the American Educational Research Association, University of Kentucky, Lexington, KY.

The premise that cross-cultural competences, defined as the ability to rapidly adapt to different cultural environments without extensive prior knowledge of the region, is and will remain a key soldier attribute for mission success. The Army-centric cross-cultural model is built to serve as a foundation from which to further identify and develop effective metrics needed to provide relevant, user-centered, and useful feed-back in order to improve performance.

Despite the clear, articulate, and structured proposed model, the study recognized that further data collections and analyses are required to fully comprehend the nature of general Cross-cultural Competencies in the Army. The preliminary stage of the model published in the report, the need for future development, especially for the computer-based assessment tool, more specificity regarding the type and amount of required cross-cultural competencies, and the determinants of needed competence. The resultant metrics will serve to comprehensively assess both individual competencies and overall mission-centric cross-cultural competence.

Conclusions

The increasing level of globalization within commercial services, industries, and transnational markets has produced many challenges—including how to manage a culturally diverse workforce within a business unit or within a global corporation. In order to better cope with the globalization's pressures the economical world increased its demands for studies and researches regarding cross-cultural awareness competencies and training. However, the Cultural domain and its multiple facets is a vast territory with myriad interdependencies and roots in various academic domains and sciences. As a result, the literature regarding this particular topic is presented in a wide variety and

number of works and research. For a level of magnitude, a simple search on Google for cultural awareness will return 45,678,000 results in 0.26 seconds.

The vast amount of titles can be deceiving. The majority focus on multicultural, multi-ethnic interactions within the same organization having little relevance for the context of intercultural interactions and even less relevance regarding ways and methods useful in the military operations. In the same way, the cross-cultural competence training and assessment methods and metrics are hard to translate in functional models meaningful for military purposes.

The globalization forces increased the importance of cultural dimensions in the military realm forcing the military institutions across the globe to adapt and develop new training models in order to meet the challenges of the current and future operational environments. As the global engagement concept gains momentum, a special interest within the military community was allocated to the topic, several research programs were budgeted and new institutions created. Even if the initial reaction was to import methodologies used in the business world, the realities faced by forces on the battlefield determined a more specific approach. While there is no scientific method to determine the future demands of the operational environment, several requirements are anticipated. These requirements are: (1) a cross-cultural trained force able to operate efficiently within different cultural environments; (2) the need for an educational and training system able to provide the knowledge and skills needed; and (3) a multiple-tools assessment model able to provide meaningful feedback regarding soldier and unit performance and to allow improvements. In order to meet these strategic requirements, the decision makers have to establish clear goals linked to supported objectives and tasks,

which in accordance with an implementation plan will trigger the needed changes in doctrinal and institutional framework and in educational and training systems. In addition to educational institutions, the Combat Training Center network remains an extremely valuable tool in the cross-cultural competencies domain, providing within the limits of allocated resources a quality, multi echelon and realistic training, if the multiple-tools assessment model able is provided, being able to play once again the role of engine of change.

CHAPTER 3

RESEARCH METHODOLOGY

Introduction

Background and the Purpose of Research

The scope of this thesis is to examine the cultural dimension of military training for General Purpose Forces assessing the wider implications of embedding the cultural aspects in military training. The research methodology will encompass answering the proposed research questions that will further enable a set of conclusions meant to assist the Romanian Army to overcome the cultural challenges military forces face in the contemporary operational environment. This will assist in defining what kind of institutional training and educational system has to be adapted or developed for their General Purpose Forces in order to achieve an optimal model for cultural awareness training.

Chapter Organization

The third chapter will focus on the research methods used in this thesis and is structured in order to explain why a specific research method was chosen and what research design and approaches were suitable for the topic in order to emphasize the depth and width of cultural impact on military operations. The chapter will also focus on what criteria was chosen to identify the optimal ways to transfer the vast U.S. Army experience and expertise to the partner nations.

Steps Taken by Researcher

In collecting and identifying the relevant data or empirical materials necessary to address the research questions, the author used qualitative research, because such research is a method of inquiry employed in many different academic disciplines, but traditionally in the social sciences. The qualitative method allowed investigation of the Why and How the U.S. Army decide to focus on human dimensions of the operational environment, which will provide the foundation of What, Where, and When the Romanian Army has to act in order to import the model. The qualitative method was also chosen because the qualitative method offers a conventional view, producing enough information on the particular case studied-U.S. Army experience and expertise in Cross-cultural Competencies, and enabling more general conclusions and informed assertions regarding the thesis purpose.

Furthermore, qualitative analysis serves the purpose of this thesis well, casting light on an optimal way to address the issue of Cross-cultural Competencies required in the contemporary operational environment that needs closer attention if the Romanian Army wants to increase interoperability and efficiency. It also helped categorize data into patterns and logical sequences, as the primary basis for organizing and reporting results, and streamline them to a definite approach based on the main criteria: trustworthiness.

Trustworthiness, referred to as validity, credibility and/or dependability, is a central issue in quantitative studies and will add weight to the answers for the research questions. The selection of this specific criteria will give more credibility in the eyes of the Romanian Army leaders to the proposed adoption of the U.S. Army model in cross-cultural training. Trustworthiness led to the selection of only titles that have the guarantee

and quality mark of a governmental institution or authors who have an influential position in professional organizations, such as the American Anthropologist Associations, from the vast selection of literature.

From the several different research approaches, or research designs, that qualitative researchers use, a mix of Abduction (abductive reasoning) and Induction (inductive reasoning) was used. Abductive reasoning as “a comparison between two objects, or systems of objects, that highlights respects in which they are thought to be similar”⁴¹ allowed the author to understand and present in logical sequences the role and importance of Cross-cultural Competencies during research. Also, Abductive reasoning offered a validation method for the hypothesis, that the U.S. Army Cross-cultural Competencies approach can be adopted with minimum changes to the Romanian Army, reasoning through successive approximation, and identifying the assumptions that will lead to the optimal answers,

On the other hand, inductive reasoning “is a system of evidential support that extends deductive logic to less-than-certain inferences.”⁴² This allowed the author to advocate for the adoption the U.S. Army system to the Romanian realities in terms of commitment and resources pointing out the impact of Cross-cultural Competencies on interoperability and efficiency of the military forces.

⁴¹Stanford Encyclopedia of Philosophy, “abductive reasoning,” <http://plato.stanford.edu/search/searcher.py?query=abductive+reasoning> (accessed June 3, 2014).

⁴²Stanford Encyclopedia of Philosophy, “inductive reasoning,” <http://plato.stanford.edu/search/searcher.py?query=inductive+reasoning> (accessed June 3, 2014).

Conclusions

The research method, the research design and criteria chosen enabled the author to conduct research, organize, and analyze the material and data regarding the topic in order to answer the proposed research questions. Furthermore, the qualitative research method combined with the research approaches enabled a structured analysis of the U.S. Army Cross-cultural Competencies training system and its metrics and evaluation process, making it easier to import and implement it in the Romanian Combat Training Center.

CHAPTER 4

INTRODUCTION

Background

Since the late 1970s, the International security environment theorists predicted that the content and form of global economic integration and international power relationship are emerging in an ever-shifting multi-polar political-economic complex, dramatically influencing the art of warfare. The globalization and its continuous shaping effects have resulted in military forces engaging with a myriad of nations, ethnical and religious groups, and cultures. Vital to the success of current and emerging conflicts is the Army's ability to build on current Cross-cultural Competencies.

Cross-cultural Competencies, as a concept that includes geographical, historical, and social knowledge paired with language proficiency, are crucial in the effort to promote successful intercultural interaction in the modern operational environments. The analysis of literature reviewed in chapter 2 would add a greater richness to this research and would lead to a more robust definition of cultural and intercultural competence, if augmented with a discussion of language proficiency. Language proficiency is a primary transmitter of culture and principal tool for communication and provides the contemporary soldier with an important tool for understanding the local culture.

Purpose of Research

In the context of growing recognition of the need to include cultural dimensions in doctrinal framework as well as in the pre-deployment training, this thesis will focus on the wider implications of embedding the cultural aspects in military training and the

institutional response needed to meet these new demands of the operational environment. Answering the proposed research questions should assist in defining what the military institution can do to create institutional training and an educational system for their General Purpose Forces that will enable the General Purpose Forces to operate across the decisive operational environment. This study will facilitate the transfer of the U.S. Army knowledge and expertise in the cultural dimensions of military operations to the Romanian Army training system in order to enable their efforts in implementing the lessons learned, maintain the interoperability standards and to have a minimum proficiency in operating in a cultural challenging operational environment.

Chapter Organization

This chapter is structured based on a logical sequence of the research questions. The sequence points out, through analysis, the answers in order to provide a common understanding of the key elements of how the U.S. Army balanced Professional Military Education and Training in order to better identify which areas focus on increasing cultural competencies.

Research Questions

The research questions are: How do cultural aspects influence the military training? What are the implications for a standard readiness status of military forces? How can U.S. expertise and lessons learned be implemented in the Romanian Army in order to increase the interoperability and effectiveness?

This thesis also seeks to answer the following secondary research questions: Does the current training concept bring the expertise needed in order to operate in the

envisioned future operational environment? What are possible solutions to increase the efficiency of training?

Initial Assumptions

This thesis started with the assumption that the future operational environment will continue to present regional sources of conflict, fueled by non-state, transnational actors which will try to destabilize and delegitimize democratic governments, using terrorism and guerilla warfare in order to achieve ideological and or political goals. The recent developments in the Russia- Ukraine conflict, starting with the Crimean crisis, Crimean annexation, and further developments in terms of the unrest in the eastern part of Ukraine, seem to cast a shadow on this initial assumption but not a big enough shadow to make the assumption totally irrelevant.

Also, this thesis assumed that the recent doctrinal developments regarding cultural dimensions will continue to be refined as the cultural domain plays an important role in shaping the future training environment for the general purpose forces. The recent study published by the U.S. Army Research Institute for the Behavioral and Social Studies Technical Report 1277, proved that continuous efforts are made in order to further refine the Cross Cultural Competencies training framework, metrics and evaluation procedures.

Another assumption is that NATO partners, Romania especially, will increase their efforts in implementing the lessons learned from U.S. Army experience in order to maintain the interoperability standards and to have a minimum proficiency in operating in a culturally challenging operational environment. The current Romanian military doctrine and regulations, especially the new field manual for Counter Insurgency Operation,

emphasize the need to develop an optimal Cross Cultural Competencies Training Model in order to increase the interoperability level with other NATO partners.

The Romanian Army Approach

In order to achieve its goals to maintain the interoperability standards and to have a minimum proficiency in operating in a culturally challenging operational environment, the Romanian Army already has developed an initial system that addresses at the minimal level the Cross-cultural Competencies requirements. Since 1994, the Romanian Army has created a network of seven Language Centers dispersed geographically to cover all the Romanian territory with the initial purpose of increasing the English, French, and German language proficiency of military personnel. Later, these centers developed new capabilities, but only three of them have the trained personnel and adequate equipment required for languages like Persian, Arabic, and Turkish.

The United Nations Military Observer Program started in early 1990s. Conducted in collaboration with the United Nations and the European Union, this allowed the Romanian officers, during the tour of duty, a one-year period of cultural immersion in different conflict zones across the globe (such as Africa-12 countries, Asia-two countries, Europe-Georgia, and others).

Another step forward was the creation in 2004 of the Department of Distance Learning following the U.S. model, which offers a large variety of courses. The Department of Distance Learning is one of the favorite learning platforms due to the social impact of information technologies within the new generation of soldiers, the great accessibility, and reduced costs. The new military regulation stipulating that the civilian studies in selected fields such as anthropology, social sciences, and history, are to be

recognized as military career studies, combined with the master degree requirement for promotion to the rank of major, further stimulates the enhanced studies program of the military personnel with impact in Cross-cultural Competencies.

A dynamic process of doctrinal framework adaptation, carried out by the Romanian General Staff almost in synchronization with the new development of NATO doctrine, in general, and US Army doctrine in particular permitted a wide spread dissemination of the new concepts regarding modern warfare and Cross-cultural Competencies. The Simulation Centers and Combat Training Center program developed in partnership with the US Army Europe enabled the institutional transfer of knowledge, training methods and technologies constituting the engine of change with a major role in the implementation of the new doctrinal framework and training standards.

Primary Research Questions

The primary research questions are: How do cultural aspects influence military training? How can the U.S. expertise and lessons learned be implemented in the Romanian Army in order to increase the interoperability? The concept of cultural awareness and the benefits of applying cultural awareness, in terms of increased ability of understanding and operating in a different cultural or multicultural situation, became a proven reality among contemporary military thinkers worldwide, who determined to import the concept from anthropological and social sciences in order to adapt to an operational environment which presents a different sense of cultural logic and to cope better with the associated unpredictability.

Recognizing the change in the contemporary operational environment from the conventional Cold War environment to one of asymmetrical or hybrid threats and actions,

U.S. military leaders changed the emphasis in training. There was a need for a new manner of thinking that includes cultural and power structures transcending the battlefield, advanced language skills, and cultural and regional expertise with the goals to promote a rethinking of culture and intercultural competence. This need still exists.⁴³

The new doctrinal framework and training design includes concepts such as Cross-cultural Competencies and Human Dynamics, and provides a general approach for the military operations based on principles and guidelines grounded in historical studies as well as in contemporary experiences. The aim is to build a solid foundation for understanding and addressing specific challenges in the modern operational environments. This would include the capability for extensive coordination and cooperation with many intergovernmental, host-nation, and international agencies, to be prepared to help reestablish institutions, local security forces, assists in rebuilding infrastructure and basic services, and to facilitate establishing local governance and the rule of law. All these new operational demands have influenced the structure and resource allocation for home station and pre-deployment training; adding requirements such as regional expertise, and language proficiency, and changing the concept of readiness to include the Cross-cultural Competencies.

To understand the characteristics, dynamics and meanings of a culture, the personal experience is paramount. The Immersion in the target culture is an indispensable part of the education (or training) process. Where the training occurs, Who gets training and How Much training is received, presents considerable challenges to the Romanian military decision makers.

⁴³Wolfel, 3.

Based on the literature reviewed, the U.S. Army Cross-cultural Competencies model can be imported by the Romanian Army but the training has to start with a focused and systematic strategy in the implementation of cultural dimensions in military education and training, structured in a plan similar to The Strategic Plan for Language Skills, Regional Expertise, and Cultural Capabilities. The development of a Strategic Plan will represent an important cornerstone in building a comprehensive, integrated approach towards increasing and sustaining skills, required as vital enablers for successful and timely engagements, which are language skills, regional expertise, and cultural capabilities.

Following the U.S. Army model, the Strategic Plan, tailored to meet the Romanian Army needs and realities, must establish clear goals linked to supported objectives and tasks, which in accordance with an implementation plan will trigger the needed changes in the doctrinal and institutional frameworks, and in the educational and training systems. The basic goals can be the same as for the U.S. Army: (1) identify, validate, and prioritize requirements for language skills, regional expertise, and cultural capabilities; (2) build, enhance, and sustain a credible force with a mix of language skills, regional expertise, and cultural capabilities to meet existing and emerging needs in support of national security objectives; and (3) strengthen language skills, regional expertise, and cultural capabilities to increase interoperability and efficiency. However, these goals also have to be supported through the correct allocation of resources required by the implementation process.

The completion of the Action Plan associated with the strategy, will further define the supported objectives and tasks necessary for all Romanian Army components in order

to expand language skills, regional expertise, and cultural capabilities. This has to be achieved through an efficient, effective, and cost-cutting way to optimize resources and build and enhance the required capabilities and capacities needed by the Romanian Army to meet current and future needs of the operational environments.

Paramount for the successful implementation of the Action Plan is to build upon the existing elements that will reduce the implementation friction and will ensure a reduced cost for the overall strategy. Due to the size of the Romanian military and different national security goals, it would be impossible to adopt parts of the U.S. Army plan, such as regional alignment of the forces. The Romanian Army can use the existing United Nations Military Observer program as a surrogate, with same degree of success, to fulfill the need for cultural immersion in order to meet the minimal Cross-cultural Competencies minimal proficiency standards.

Secondary Research Questions

The secondary research questions are: Can the current training concept bring the expertise needed in order to operate in the future operational environment? What are the possible solutions to increase the efficiency of training? The Cross-cultural Competence theoretical construct adopted by the U.S. Army,⁴⁴ posits that cross-cultural competences, language proficiency, and regional knowledge are distinct skills, and their development is mostly based on the individual's experiences. These experiences may motivate the individual to acquire skills that can help him to communicate his point of view to an audience belonging to a different cultural ethnicity and background. The methods and

⁴⁴Wolfel, 14-17.

tools for the assessment of cross-cultural competence such as: Inter-cultural Development Inventory, Cultural Intelligence Scale, and the Multi-cultural Personality Questionnaire, or qualitative assessment instruments such as scenario-based assessments or Intercultural coaching frameworks, as the Intercultural Communication and Collaboration Appraisal, provide guidance for personal improvement based upon the identification of personal traits, strengths, and weaknesses.

The implementation of a new model presented by the U.S. Army Research Institute for the Behavioral and Social Studies, based on Knowledge/Skill/Attitude/Ability framework, and structured around four different levels of cultural competence, task oriented, and mission centric is providing specific descriptors of soldier characteristics and performance. The import of Cross-Cultural Competence training model and evaluation metrics in the Romanian Army, through the Romanian Simulation and Combat Centers network, will have, in addition to the already implemented scenario based, role player qualitative training capabilities, a positive impact on readiness and interoperability status of the Romanian General Purpose Forces.

Conclusions

In accordance with the literature reviewed and the initial assumption analysis of the anticipated demands of the future operational environment, the transfer of U.S. Army knowledge and expertise regarding Cross-cultural Competencies will be an important step forward towards the increased interoperability and efficiency of the Romanian Army.

In order to meet these future operational requirements, the Romanian military decision makers have to establish clear goals linked to supported objectives and tasks. In

accordance with an implementation plan, this will trigger the needed changes in doctrinal and institutional framework. In educational and training systems, it will provide a cross-cultural trained force able to operate efficiently within different cultural environments, and a modern educational and training system tailored to provide the knowledge and skills needed. In regards to training, the existing Simulation and Combat Training Center network remains an extremely valuable tool in the implementation process of a Cross-cultural Competence training model. The multiple-tools assessment model enables them to provide within the limits of allocated resources, a quality, multi echelon, and realistic training, a meaningful feedback regarding soldier and unit performance, and allows improvements.

CHAPTER 5

INTRODUCTION

Background

The research conducted for this thesis and the analysis of literature review pointed out, once again, that globalization will continue to add multiple layers of complexity to the future operational environment, due to the global multidimensional integration. Each military intervention in this myriad of uncontrolled actors, competing states, alliances and identities will result in unpredictable multiple order effects on the battlefield, if the military operations are conducted based on laminated cultural smart cards. In the battlefields predicted for the future, it will be futile to simply accrue the facts and realities, compile lists of cultural artifacts and pieces of information that may be part of the unrevealed human terrain or society. It will be necessary to have the minimum proficiency level of Cross-cultural Competencies, in order to provide the necessary connections between facts, behaviors and effects and to enable the military leaders to understand the social logic, internal dynamics and mechanisms which have to be used to achieve the desired end states. As NATO forces will continue to engage across the world, the need for a minimum level of cross-cultural training became *sine qua non* condition for successful military operation.

Purpose of Research

In the context of growing recognition of the need to include cultural dimensions in doctrinal framework as well as in the pre-deployment training, the research conducted for this thesis focused on the implications of embedding the cultural aspects in military

training, the U.S. Army educational and training model, and the Romanian Army institutional response needed to import the U.S. Army Cross-cultural Competencies model in order to meet these new demands of operational environment.

The answers for the proposed research questions assisted in defining the road ahead, the important milestones, and actions required from the Romanian Army to be able to transfer the U.S. Army knowledge and expertise in the cultural dimensions of military operations, and set up an institutional training and educational system for their General Purpose Forces. This will enable the efforts in implementing the lessons learned, maintain the interoperability standards and to achieve a minimum proficiency in operating in a cultural challenging operational environment.

Chapter Organization

This chapter will present a brief summary of findings from the literature review analysis, as well as the interpretation of these findings in terms of results and their implications. The chapter will conclude with the recommendations for further study and action regarding the thesis topic.

Summary of Findings from Literature Review

Recognizing the change in the contemporary operational environment from the conventional Cold War nature to one of asymmetrical threats and actions, U.S. military leaders changed the emphasis in training. This was due to the need for a new manner of thinking that includes cultural and power structures transcending the battlefield, advanced

language skills, and cultural and regional expertise with the goals to promote a rethinking of culture and intercultural competence.⁴⁵

To understand the characteristics, dynamics and meanings of a culture, the personal experience is paramount. The Immersion in the target culture is an indispensable part of the education (or training) process. Where the training occurs, Who gets training and How Much training is received, presented considerable challenges to the Romanian military decision makers.

Based on the analysis of the literature reviewed, the Romanian Army can transfer the U.S. Army Cross-cultural Competencies model based on the development of a focused and systematic strategy structured in a plan similar with The Strategic Plan for Language Skills, Regional Expertise, and Cultural Capabilities. Following the U.S. Army model, the Strategic Plan, tailored to meet the Romanian Army needs and realities, will focus initially on three major goals: (1) identify, validate, and prioritize requirements for language skills, regional expertise, and cultural capabilities; (2) build, enhance, and sustain a credible force with a mix of language skills, regional expertise, and cultural capabilities to meet existing and emerging needs in support of national security objectives; and (3) strengthen language skills, regional expertise, and cultural capabilities to increase interoperability and efficiency. The established goals will be linked to supported objectives, tasks, and a correct allocation of resources required, which in accordance with an implementation plan, will trigger the needed changes in doctrinal and institutional framework and in educational and training systems.

⁴⁵Wolfel, 4.

Paramount for the successful implementation is to build upon the existing elements fact that will reduce the implementation friction and will ensure reduced costs for the overall strategy. The import and the implementation in the Romanian Simulation and Combat Centers of Cross-cultural Competence training model and evaluation metrics, in addition to the already implemented scenario based, role player qualitative training capabilities, will have a positive impact on readiness and interoperability status of the Romanian General Purpose Forces.

Interpretation of Findings from Literature Review

One of the major implications resulting from the literature review analysis is the validation of the initial assumptions of this thesis in a sense that cultural dimensions of the future battlefields will have a big impact upon the art of warfare. In addition, unified efforts are required from all governmental institutions in order to create an educational and training framework that will enable the military forces to achieve the minimal standard of cultural training.

In addition to the educational and training system, the literature review analysis concludes that the recent doctrinal framework regarding cultural dimensions of the military operations need to be continuously refined as the cultural domain plays an important role in shaping the future training environment for the General Purpose Forces. This implies that continuous efforts are to be made in order to further refine the Cross-cultural Competencies training framework, metrics and evaluation procedures in order to maintain the interoperability standards and to have a minimum proficiency in operating in a culturally challenging operational environment.

Another major implication resulting from the literature review analysis is that the Romanian Army can import the U.S. Army Cross-cultural Competencies model without major frictions and adaptations. Building upon the existing educational and training system through a comprehensive, and integrated strategic approach, tailored to meet the Romanian Army needs and realities, with clear goals linked to supported objectives, tasks, and resources, will result in an optimized and effective implementation. The comprehensive execution of the implementation plan associated with the strategy, through an efficient, effective, and cost-cutting way in order to optimize the use of resources and build upon the existing elements will ensure the capabilities and capacities needed by the Romanian Army to meet current and future needs of the operational environments.

For the training dimension, the existing Simulation and Combat Training Center network remains an extremely valuable tool in the implementation process of a Cross-cultural Competence training model. The multiple-tools assessment model enables them to provide within the limits of allocated resources, a quality, multi echelon, and realistic training, a meaningful feedback regarding soldier and unit performance, and to allow improvements.

In accordance with the results of the literature review analysis and the anticipated demands of the future operational environment, the transfer of U.S. Army knowledge and expertise regarding Cross-cultural Competencies will be an important step forward toward an increased interoperability and efficiency of the Romanian Army. It will also provide as an end result, a cross-cultural trained force able to operate efficiently within

different cultural environments, an modern educational and training system tailored to provide the knowledge and skills needed.

Recommendations

The cultural impact on military operations has multiple facets, affecting in different degrees the armed forces' capabilities to carry out successful operations. The scope of this thesis was limited to examination of the cultural dimensions of military training for General Purpose Forces. Further study is recommended that will explore the possible use of knowledge and expertise of Romanian Special Forces personnel, which are no longer operationally capable, but can be used in staff officer positions manning the S2/S3 section in General Purpose Forces structures. This would possibly result in a boost in the level of regional expertise and language proficiency at military structures, and potentially increased efficiency of General Purpose Forces units.

Further study regarding the alignment and synchronization between parts of the cross-cultural implementation plan, and the dynamic, management and personal development of military personnel will provide valuable insights. These insights aim to identify optimal ways to preserve the level of cross-cultural competencies achieved and increase the efficiency of regionally aligned units in operating in certain area of responsibility.

Summary and Conclusions

In the 21st century, the content and form of global economic integration and international power relationships are emerging in an ever-shifting political-economic complex, drastically changing the art of warfare. The continual effects of globalization

have resulted in military forces engaging with a myriad of nations, ethnical and religious groups, and cultures. Vital to the success of current and emerging conflicts is the Army's ability to build on current language skills, regional expertise, and cultural capabilities.

As the global engagement concept gains momentum, the lessons from recent conflicts prove as critical as the need to achieve greater language skills, regional expertise, and cultural capabilities across the General Purpose Forces as military personnel interact more closely with local populations and government officials to accomplish the mission. To meet the requirements generated by an expanding global role, incumbent upon every NATO Army is the investment in basic and continuing language, regional, and cultural training and education in order to form and maintain personnel with higher language, regional, and cultural proficiencies.⁴⁶

Despite the recent progress in training and sensitizing deployed forces to the importance of understanding culture and human dynamics in dealing with individuals, groups, and societies in a conflict zone, part of the lessons learned remained lessons to be learned. To identify the road ahead in order to increase the interoperability and proficiency in terms of regional or cultural competencies is a constant development and refinement of doctrinal framework, training methods and models, and the metrics systems for the evaluation of these competencies is required.

The transfer of the U.S. Army knowledge and expertise in the cultural dimensions of military operations will help the Romanian Army to develop an optimal training model. This model will include the cultural dimensions in order to overcome the

⁴⁶Kelly et al., 20-22.

challenges posed by the contemporary operational environment and increase its interoperability with NATO forces.

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